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ABSTRACT

The structure of career education included in this curriculum guide for grades 9-12 is intended to provide a comprehensive, sequential, and integrated approach, based on the eight elements of the Comprehensive Career Education Model matrix (CCEM) adopted in Alabama. The eight elements are as follows: Self-awareness, career awareness, economic awareness, educational awareness, decisionmaking, beginning competency, employability skills, and attitudes and appreciations. Sample objectives, learning activities, and resources concerning each element are included for each grade level. Grade 9 includes 14 activities in the areas of English, foreign language, science-physical, biology, and social studies. In grade 10, there are 14 activities in the areas of biology, English, chemistry, social studies, and foreign language. In grade 11, there are 15 activities in the areas of chemistry, English, social studies, and foreign language; and in grade 12, there are 6 activities in the areas of English and social studies. (TA)

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CAREER EDUCATION CURRICULUM MODEL

A GUIDE FOR TEACHERS

Grades 9 through 12

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Alabama State Department of Education

Montgomery, Alabama 36130

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INTRODUCTION

This guide has been developed for classroom teachers, not as a complete, comprehensive career education package, but rather as a foundation or beginning point. Hopefully, the model will provide a stimulus for integrating career education activities and goals into classroom subject areas. The activities, ideas, and concepts presented in this publication are by no means an "end product" of career education activities developed in Alabama; it is a beginning, to be used as a "launching pad" to more and better classroom career education objectives, activities, and resources.

This curriculum guide is intended to serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into the local education agencies. The State Department of Education has made the following statements of philosophy on Career Education:

"Career Education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledges and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

In order to reinforce and implement this philosophy, Alabama has adopted the following Comprehensive Career Education Model Matrix (C.C.E.M.):

ELEMENTS OF CAREER EDUCATION

K 6/7 9/10 12

Awareness - Exploration - Preparation

Self-Awareness		- Self-Identity
Educational Awareness		- Educational Identity
Career Awareness	Career Education, Home And Community Life	- Career Identity
Economic Awareness		- Economic Understanding
Decision Making		- Career Decisions
Beginning Competency		- Employment Skills
Employability Skills		- Employment Skills
Attitudes and Appreciations		- Self -- Social Fulfillment

(Hauck, September, 1971)

The structure of Career Education included in this curriculum model provides a comprehensive, sequential, and integrated approach, designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values and goals.

The structure provides for a conceptual change in the existing curriculum, rather than the addition of new courses. The structure meshes the academic subject matter ("knowing" cognitive domain), job employability and skill development ("doing" psycho-motor domain) and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages, or phases, beginning in the early grades with career awareness, progressing through exploration of career possibilities, and finally, moving into preparation for employment, job proficiency and career advancement.

This guide translates the eight elements of the CCEM into sample objectives, activities, and resources for grades 9-12. Classroom teachers in these grades are encouraged to use these as developmental resource materials for planning other creative, instructional, career education objectives and activities.

Detailed definitions of each of the elements are as follows:

Self-Awareness: The student entering school has some knowledge and attitudes about himself, what kind of a person he is, and what he hopes to become. This can be titled self-awareness. Through career education and his home and community experiences, the student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As he realizes who he is and what he is like, he will develop a reasonably consistent internalized value system.

Educational Awareness: The entering student has some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training play in relation to the real and present world, and the changing world in which he will assume a more complete, productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education and training and life roles; the knowledge of oneself as a participant in education and training--one's learning style, pace capabilities and capacities; and the ability to select and evaluate educational avenues for the development of personal career plans.

Career Awareness: The individual entering school possesses some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life, the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

Economic Awareness: The child has observed and participated in the economic system to some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the student's thorough exploration of the economic system, as it relates to career development, and to the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to read the economic environment and solve personal and social economic problems.

Decision Making: The entering student has some understanding of the decision making process, and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision making process. Through career education and supporting school and life experiences, he will develop increasing skills and experience in the rational processes of decision making with practice making decisions, and will come to accept the responsibility for the outcomes of his decisions. The career decisions will progress from the very tentative and flexible career decisions, to those which are increasingly irreversible, or reversible only at some cost of time, effort or monty. The student should reach a decision which represents a career direction-setting by grade ten, or early enough to provide for the development of entry-level skills in career planning prior to leaving school. Career decisions are defined as a career direction-setting, the product of a rational process, a plan for immediate, intermediate, and long-term career development.

Beginning Competency: Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competency in applying tool and process applications. Tool applications are defined very broadly to include "all of the ways which man extends his behavior" (Bruner, 1960). Man extends his ideas over time and space by the use of written communication, the telephone, paintings, photography, and by buying devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by imitating sequences of individual or group activities, or by creating new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications, in order to provide for employment skills. Additionally, this development will feed into other elements of career education such as career identity, self-identity, and economic understanding.

Employability Skills: The element, employability skills, is concerned with locating and obtaining career placement, both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awarenesses and skills, and skills related to worker adjustment.

Attitudes and Appreciations: The element, attitudes and appreciations, was included as a means of focusing attention on the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his own career role, and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen, and thus provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work, with appreciations for his own role and the roles of others.

For easy reference to the units in the guide, two reference lists are provided. In the first reference list, units are referenced by subject area. In the second reference list, units are referenced by element. These reference lists should assist the teacher by providing an easy reference to all units.

SUBJECT AREA REFERENCE

Grade	Area of Study	Pages
9	English	1-6
	Foreign Language	7-8
	Science-Physical	9-13a
	Biology	13-15
	Social Studies	16-19
10	Biology	13-15
	English	20-25
	Chemistry	28-32
	Social Studies	
	Foreign Language	26-27
11	Chemistry	28-32
	English	33-40
	Social Studies	42-45
	Foreign Language	41
12	English	46-53
	Social Studies	54-57

ELEMENT REFERENCE

Grade	Element	Pages
9	Self Awareness	1, 2-2i, 7,10,14
	Career Awareness	3,4,8,11,15
	Employability Skills	5,6-6b, 10-10c
	Appreciations and Attitudes	9, 13
	Educational Awareness	12,13
	Decision-Making	11,15,16-17e
	Beginning Competency	18-19a
	Skill Awareness	18-19
10	Self Awareness	29
	Decision-Making	20, 27, 30
	Career Awareness	23-24, 30
	Economic Awareness	32
	Educational Awareness	12,13,21-22,31
	Skill Awareness	29
	Appreciations and Attitudes	26,28
	Employability Skills	25

11	Economic Awareness	32, 38-39
	Educational Awareness	31,36-37,45
	Skill Awareness	40
	Appreciations and Attitudes	33
	Self Awareness	34,41,42
	Decision Making	35,43-44
	Career Awareness	34
12	Appreciations and Attitudes	46
	Self Awareness	47
	Decision-Making	48-49
	Career Awareness	50-51,54-55
	Employability Skills	52-53
	Educational Awareness	50-51
	Skill Awareness	53,56

ELEMENT REFERENCE Self-Awareness
AREA 9 English

Objective	Selected Activities	Resources
The student will write an essay on his aptitudes, strengths and weaknesses, likes and dislikes, and personal achievements to project himself into possibly satisfying occupational situations.	1. Each student will compile list of words relating to self-awareness and provide at least two definitions for each word. (a) Words such as: abilities, aptitudes, attitudes, life style, self-appraisal self-concept. (b) Value--things that are thought to be important or determine one's actions. 2. The student will be given personality rating scale checklists and he will be aided in interpreting the results. He/she will relate the items on the personality checklist to occupations. 3. Each student will read selected short stories about self-image and how it affects one's activities. 4. Class will discuss the meaning of "needs" and "goals." They will list the three most important goals they would like to achieve in their lifetime. Each student will list in rank order his needs and goals. 5. Each student will write a report on "Where Do I Fit In?", and "How Can I Best Get Along With Other People?" --as they relate to job and social situations. 6. Students will discuss "how to understand people," "how to criticize" and "how to respond to criticism." 7. Student will prepare a "rate yourself" sheet on attitudes and communication skills needed for success in the business world.	Personality checklist Various selected short stories. Personal inventory handout sheet

ELEMENT REFERENCE Self-Awareness
AREA 9 English

Objective	Selected Activities	Resource
	8. Each student will write a theme on one of the following topics: positive thinking, courage, tolerance, endurance. 9. Each student will complete a personal inventory handout sheet. 10. Each student will write an autobiography which states factors in life which influence one to choose or not to choose specific areas for a career.	

GETTING ALONG WITH OTHERS

Directions: Place an X before any of the statements below that you think are important to getting along well with others. Be prepared to explain your reasons, but there are no right or wrong answers.

_____ Be a good sport.

_____ Learn to remember names and say them correctly.

_____ Act a little high-hat and stuck-up.

_____ Be shy and timid.

_____ Have a sense of humor.

_____ Never admit to making a mistake.

_____ Be able to stand being made fun of and laughed at.

_____ Be your real self.

_____ Be sincere in bragging about others.

_____ Get attention by laughing and giggling.

_____ Learn to talk with others well.

_____ Keep personal troubles to yourself.

_____ Avoid keeping other people waiting.

_____ Remember the interests, likes, and dislikes of others.

_____ Show respect for what the other person knows and thinks.

_____ Avoid unnecessary arguments and quarrels.

_____ Make others feel that they are liked and important.

_____ Avoid talking about others.

_____ Have a friendly disposition toward everyone.

_____ Be understanding and patient with others.

_____ Take criticism in the proper spirit.

_____ Act too quickly and without thinking.

_____ Lend money freely.

_____ Be a good listener.

_____ Avoid too much borrowing.

_____ Pay back what you borrow.

_____ Be careful how you repeat gossip and mention names.

_____ Give advice only when asked.

_____ Respect the other person's religion.

_____ Learn to smile and be cheerful.

_____ Criticize when it is necessary and do it kindly.

_____ Use a lot of flattery.

_____ Refrain from "double-crossing".

_____ Dress neatly and suitably.

_____ Respect the rights and property of others.

_____ Be a "yes" person.

Personality Checklist

	Never	Sometimes	Usually	Often
1. I force my opinions on others.				
2. I hurt the feelings of others.				
3. I get discouraged after being criticized by others.				
4. I can overcome discouragement.				
5. I control my temper.				
6. I am interested in other people.				
7. I make excuses for my mistakes.				
8. I am tolerant of all people regardless of race or religion.				
9. I am tolerant of the opinions of others.				
10. I can adjust to situations and be happy.				
11. I consider the feelings of others.				
12. I can accept responsibility and be trustworthy.				
13. I complete everything I start to do.				
14. I think of others in planning a party.				
15. I stand up for what I think is right.				
16. I can laugh at my own mistakes.				
17. I talk about others degradingly.				

	Never	Sometimes	Usually	Often
18. I can control my emotions.	_____	_____	_____	_____
19. I enjoy being with people.	_____	_____	_____	_____
20. I am overly critical of others.	_____	_____	_____	_____

Consider the words in this list and check how often you think they describe you as you:

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				

	Always	Usually	Sometimes	Never
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

APPENDIX I

FOR CLASSROOM DISCUSSION

Personal Inventory

Name: _____
(Last) (First) (Middle) (Nickname)

Home Address: _____
Number and Street Telephone

Birthdate: _____
Month Day Year City County State

I have _____ brothers and _____ sisters older than I.

I have _____ brothers and _____ sisters younger than I.

Since I was born my family has lived in _____ different towns.

Father's occupation _____ Deceased _____
Year

Where employed? _____

Mother's occupation _____ Deceased _____
Year

Where employed? _____

I do not live with my parents; I live with _____
Name Relation

I have also lived with _____
Name Relation

I am now in grade _____. My schedule this year is: _____

_____

I expect to finish _____ School.

In general my grades are: Excellent _____ Above average _____

Average _____ Below Average _____

My favorite subjects in school are: _____

The subjects I like least are: _____

After I graduate from junior high, I plan to attend _____

After high school, I hope to attend _____
Trade School/College/University

Get a job_____. I hope to work for _____

as a _____

After high school, I plan to be a housewife_____. I expect to hold a job, too_____.

I do not plan to work_____.

I prefer to work: Outdoors_____ Indoors_____

With people_____ With machines_____

I prefer clerical jobs_____.

My big ambition in life is to become a _____
Occupation or Profession

and live in _____
City and State

My favorite activities are:

_____Sports. I participate in _____

_____Reading. My favorite authors are _____

_____Clubs. I belong to _____

_____Music. I play the _____

I am a member of the Band____Chorus____Other_____

_____Handicrafts. I make _____

_____Homemaking (cooking, sewing, etc.). I enjoy _____

_____Do-it-yourself projects. I make or repair _____

_____Dances. I go to dances about_____per month.
Times

_____Others. These include _____

My favorite hobbies are: _____

I hold leadership positions in the following groups:

	Group	School	Community
1.			
2.			
3.			

List the three occupations or professions which appeal to you most, in the order of your preference:

First choice _____

Second choice _____

Third choice _____

List all the places you have visited outside of your home. _____

_____

List any sightseeing you have done outside your home. _____

_____

List any type job you have had, and indicate how you liked working on the job. _____

_____

_____

_____

_____

"Guidance Units for the Learning Laboratory to Teach Basic Skills in a Cultural Deprived Area" Dade County Public Schools, Miami, Florida, Federal Project No. 437A.

ELEMENT REFERENCE Career Awareness
AREA 9 English

Objective	Selected Activities	Resources
The student will become aware of the implications of career specialization and will recognize the relationship between specific occupational preparations and career clusters. He will be able to define the fifteen clusters developed by USOE.	1. The student will be given a handout sheet on the fifteen career clusters.	Handout-Fifteen Career Clusters
	2. Each student will prepare a "career folder" categorizing facts about a specific career of interest and he/she will place the folder in a file for others to share. He/she will interview a worker in an occupation of interest to determine entry requirements and will record dialogue or tape record of the interview and play back to class.	Tape Recorder
	3. Students will make a two-columned chart listing the occupations of interest, the monetary benefits of each at entry and at highest levels and a list of personal needs, values and goals. They will discuss the congruency of the two and summarize how chosen career field will help one meet needs and goals and express values.	Vocational education teacher.
	4. Students will develop lists of words, names, and phrases peculiar to different occupations. This information may be obtained from parents or other working persons.	SRA File Occupational Outlook Handbook
	5. One or more of the teachers in cooperative vocational education programs in the school will be invited to bring a panel of students to talk to the class about the cooperative program. Each student in the class will submit at least one question in writing for the panel.	Various career education handbooks available from the State Department of Education

ELEMENT REFERENCE Career Awareness
AREA 9 English

Objective	Selected Activities	Resources
	6. Students will write individual resumés.	File folders with file drawer located in place convenient to other students
	7. Students will practice writing letters of application for employment.	
	8. Students will research, study and discuss aptitudes needed for success in specific occupational areas (SRA file, Occupational Outlook Handbook).	
	9. Students will select one or more occupations in their general interest group and determine the following information for each occupation: (1) Name of occupation; (2) duties of occupation; (3) qualifications; (4) age; (5) sex; (6) specific physical and health requirements; (7) interests; (8) abilities; (9) personality; (10) values and attitudes; (11) preparation; (12) working conditions on the job; (13) reward for work; (14) employment outlook; (15) special requirements such as certification licenses, examinations necessary, etc.	

CAREER CLUSTERS

The world of work clusters, around which Career Education can be developed, as suggested by the United States Office of Education.

.. Business and Office Occupations

.. Marketing and Distribution Occupations

.. Communications and Media Occupations

.. Construction Occupations

.. Manufacturing Occupations

.. Transportation Occupations

.. Agri-Business & Natural Resources Occupations

.. Marine Science Occupations

.. Environmental Control Occupations

.. Public Services Occupations

.. Health Occupations

.. Hospitality and Recreation Occupations

.. Personal Services Occupations

.. Fine Arts and Humanities Occupations

.. Consumer & Homemaking-Related Occupations

ELEMENT REFERENCE Employability skills
AREA 9 English

Objective	Selected Activities	Resources
The student will be able to name ten skills necessary to acquire, maintain, and progress in a chosen career selected from the fifteen USOE career clusters.	1. Students will identify one or more tentative career goals and using available resources and the following format, prepare a checklist of requirements and answer the following questions for at least two occupations within the career goal: a. State career goal. b. List two or more occupations. c. List the minimum educational requirements for each job. d. Write a brief description of duties for each job. e. List the courses you will have to take in high school to qualify for each job. f. What are the possibilities for promotion and advancement in the career goal identified? g. If further training is required, can you or your family afford to send you through school? h. Can you realistically attain your goal? 2. Students will discuss with teachers and guidance counselor their selection of career goals and will identify at least one career goal. In a short paper, preferably one page or less, he/she will explain plans for reaching goal, and justifying selection of the goal. 3. Students will confer with teachers and guidance counselor concerning school credits earned and those not earned but needed in order to make the next major career decision. 4. Students will develop a list of requirements for various occupational fields and determine sources which can be used for field trips on an individual basis.	1. Fifteen career clusters available from USOE. 2. Guidance Counselor 3. Various application forms available from local firms and industries. 4. Newspaper (preferably Sunday) 5. File Folders and file drawer for storage of folders.

ELEMENT REFERENCE Employability skills
AREA 9 English continued

Objective	Selected Activities	Resources
	5. Students will discuss questions concerning educational requirements on application forms from various vocations and they will relate how classroom activities can enhance applicants in securing such jobs. 6. Students will discuss job opportunities listed in newspaper ads in relation to educational levels required. 7. Students will research occupational literature in the library to determine educational requirements for workers in specific occupations of interest. They will prepare career folders listing occupations and education requirements for each and place these folders in a file to be shared by others.	

JOB APPLICATION FORM

1. Kind of position you are applying for _____.
2. Place you wish to be employed _____.
3. Home phone _____.
4. Business phone _____.
5. Name (last) _____ (first) _____ (middle) _____.
6. Legal or voting residence (state)_____.
7. Height in shoes _____ feet _____inches.
8. Weight _____.
9. Birthplace (city and state or foreign country)_____.
10. Birth date (month) _____ (day _____ (year) _____
11. Social Security Number _____.
12. Present position _____.
13. Lowest pay you will accept $_____per _____.
14. When will you be available? _____.
15. Will you accept less than full-time employment? _____.
16. Are you willing to travel? _____.
17. Have you served on active duty in the military? _____.
18. Have you been discharged from the armed services under other than honorable conditions? _____ (If "yes" explain.)
_____.
19. Special qualifications and skills _____.
20. Kind(s) of license or certificate (date) _____.
21. Number of years high school attended _____.
22. Did you graduate from high school? _____.
23. Name and location of high school attended _____.
24. Number of years college attended _____.

25. Did you graduate from college? _____.

Date of graduation _____.

Type of degree _____.

Major field of study _____.

26. Other schools or training _____.

27. Honors, awards, and fellowships received _____.

28. References: List three persons not related to you who have definite knowledge of your qualifications and fitness for the position for which you are applying.

FULL NAME	ADDRESS	BUSINESS OR OCCUPATION

29. Experience

A. Dates of employment _____.

B. Title of position _____.

C. Salary _____.

D. Place of employment _____.

E. Kind of business or organization _____.

F. Name and address of supervisor _____.

G. Phone number of employer _____.

H. Reason for wanting to leave _____.

I. Description of duties, responsibilities and accomplishents.

_____

_____

_____

ELEMENT REFERENCE Self-Awareness

AREA 9 - Foreign Language

Objective	Selected Activities	Resources
Each student will build reality awareness perception of "where I am" compared to "where I want to be" by relating the acquisition of a foreign language as a skill and to enhance self by exploring the options open to one after acquiring the foreign language Teacher Notes and/ or Suggestions.	In the beginning of the year.. 1. Students will list the opportunities open to one after attaining proficiency in the language. 2. Students will discuss the activities (vocational and advocational) which they would like to pursue after attaining proficiency in the language. At the end of the year.. Students will compare and contrast activities which they are now able to do which they could not previously do. (i.e: reading F L magazines, etc.)	Foreign language magazines Guest speakers Professional materials Audio-visual aids "Occupations for Persons with an Interest or talent in Foreign Language (PROF 208-210)

ELEMENT REFERENCE Career Awareness

AREA 9 Foreign Languages

Objective	Selected Activities	Resources
Each student will survey courses in career clusters to become aware of occupations (both primary and secondary) for persons with skill in a foreign language.	1. Students will become aware of occupations in which a foreign language is used either directly or indirectly. 2. They will list the occupations. 3. They will choose a career and make a short report in the foreign language. 4. They will make a visual aid dealing with the occupation. 5. A local career personnel will be invited to talk with class (travel agent, stewardess, etc.)	"Occupations for Persons with an Interest or Talent in Foreign Language (PROF 208-210)
Teacher Notes and/ or Suggestions.		

ELEMENT REFERENCE Appreciations & Attitudes

AREA 9 - Science - Physical Science

Objective	Selected Activities	Resources
The student will be able to list five reasons that people work. Teacher Notes and/ or Suggestions:	1. Each student will list all the science-related occupations that he sees portrayed on television for one week. 2. Students will discuss in class the handout "Why People Work."	Handout: "Why People Work" (Attached)

WHY PEOPLE WORK

Basic Information

Activities

Reasons for Work

People work for many reasons, some individual and some common to all.

Reasons common to all:

To acquire money.

To provide the basic essentials, food, clothing, and shelter.

To improve or advance their living conditions such as: homes, autos, T.V., clothing, and sporting equipment.

Individual reasons:

To acquire a feeling of personal recognition and worth from members of society.

To satisfy the natural instinct of achievement and creativity.

To maintain or improve health or well-being.

To support relatives who are not able to support themselves.

Reasons for work vary with education, age, sex, and physical conditions of the individual.

Working in small groups or committees, compile a list of reasons for work. Report each in total class sessions and discuss.

Interview several working people in your community and compile a list of reasons why they work. Discuss these reasons and compare them.

Discuss the questions such as:

Why do you want to work?

Have you ever worked? If yes, why?

Why do you think people do volunteer work?

Would you accept a job for less pay if there were an opportunity for advancement with experiences and training? Why?

How many reasons for work vary with men and women?

ELEMENT REFERENCE Self-Awareness - Employability Skills

AREA 9 - Science - Physical Science

Objective	Selected Activities	Resources
The student will be able to write a paragraph relating an area of science to his own personal interest, hobbies, jobs, and/or abilities. Teacher Notes and/or Suggestions:	1. Each student will list three topics that he/she likes most in science. 2. Each student will complete the "Personal Inventory Form." 3. Each student will write a report describing a personal interest, hobby, job, and/or ability to an area of science. 4. Students will view a film on science careers.	1. "Personal Inventory Form" (Attached) 2. Film: Preparing for Tomorrow's World #0451 USAEC P.O. Box 62 Oakridge, Tn. 37830

PERSONAL INVENTORY FORM

Name _____
Last First Middle (Nickname)

Home Address _____
Number and Street Telephone

Birth date _____
Month Day Year City County State

I have _____ brothers and _____ sisters older than I.

I have _____ brothers and _____ sisters younger than I.

Since I was born my family has lived in _____ different towns.

Father's occupation _____ Deceased _____
Year

Where employed? _____

Mother's occupation _____ Deceased _____
Year

Where employed? _____

I do not live with my parents; I live with _____
Name Relation

I have also lived with _____
Name Relation

I am now in grade _____. My schedule this year is: _____

_____

I expect to finish _____ School.

In general my grades are: Excellent _____ Above Average _____

Average _____ Below Average _____

My favorite subjects in school are: _____

The subjects I like least are: _____

After I graduate from high school, I hope to attend _____
Trade School/College/University

Get a job _____. I hope to work for _____

as a _____.

After high school, I plan to be a housewife _____. I expect to

hold a job, too _____.

I do not plan to work _____.

I prefer to work: Outdoors_____ Indoors _____

With people _____ With machines _____

I prefer clerical jobs_____.

My big ambition in life is to become a _____
Occupation or Profession

and live in _____
City and State

My favorite activities are:

_____ Sports. I participate in _____

_____ Reading. My favorite authors are _____

_____ Clubs. I belong to _____

_____ Music. I play the _____

I am a member of the Band _____ Chorus _____ Other _____

_____Handicrafts. I make _____

_____ Homemaking (cooking, sewing, etc.). I enjoy _____

_____Do-it-yourself projects. I make or repair _____

_____ Dances. I go to dances about _____ per month.
Times

_____ Others. These include _____

My favorite hobbies are: _____

I hold leadership position in the following groups:

	Group	School	Community
1.			
2.			
3.			

List the three occupations or professions which appeal to you most, in the order of your preference:

FIRST CHOICE: _____

SECOND CHOICE: _____

THIRD CHOICE: _____

List all the places you have visited outside of your home. _____

_____

List any sightseeing you have done outside your home. _____

_____

List any type job you have had, and indicate how you liked working on the job.

_____

_____

ELEMENT REFERENCE Decision Making-Career Awareness
AREA 9-Science-Physical Science

Objective	Selected Activities	Resources
The student will be able to list ten occupations related to science and to describe briefly the duties of each. Teacher Notes and/ or Suggestions:	1. Each student will give an oral presentation to the class describing the science-related occupation of his/her choice using role playing: "I am a _____. I work at _____. My duties are _____. 2. Students will tape record hypothetical job interviews for specific jobs and will discuss the replay of the tape.	1. Selected list of science-related occupations (attached) 2. Tape recorder cassettes (blank) 3. Booklet: "Keys to Career in Science and Technology," 1973 National Science Teachers' Association, 1201 16th Street, N.W., Washington, D.C. 20036 $1.00

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SELECTED JOBS IN SCIENCE

Pharmacist
Astronomer
Counselor
Agronomist
Registered Nurse
Laboratory Supervisor
Gemologist
Farmer
Detective
Nurse
Nurse Aide
Auto Mechanic
Animal Husbandman
Forester
Horticulturist
Dietitian

Psychologist
Physicist
Machinist
Fireman
Draftsman
Doctor
Dentist
Veterinarian
Chemist
Exterminator
Meteorologist
Taxidermist
Biologist
Dental Assistant
Laboratory Technician
Pilot

Soil Scientist
Salesman
Welder
Air Conditioning/
Refrigeration Mechanic
Aircraft Mechanic
X-ray Technician
TV Serviceman
Nursery Worker
Dairyman
Photographer
Conservationist
Poultryman
Carpenter
Teacher
Geologist

ELEMENT REFERENCE Educational Awareness

AREA 9 - Science - Physical Science

Objective	Selected Activities	Resources
The student will be able to list specific educational requirements for two areas in science. Teacher Notes and/or Suggestions:	1. Each student will write letters to two educational institutions requesting catalogs and/or information regarding necessary training/skills related to science in general. 2. Each student will choose two areas of science; for each of these he will describe in detail the educational requirements, the locations of institutions offering these requirements.	1. Addresses of admissions offices of various colleges, technical schools, hospitals, armed services and other educational institutions offering training in science-related fields 2. Occupational Outlook Handbook

ELEMENT REFERENCE Appreciations and Attitudes-Educational Awareness
AREA 9 - 10 Biology

Objective	Selected Activities	Resources
The student will be able to write a paragraph describing the need for and educational requirements for two occupations related to biology/health. Teacher Notes and/or Suggestions:	1. The students will visit a hospital and one other business/industry related to biology. 2. The student will interview a person who is employed in a field of biology. 3. The student will report the interview to the class and will describe specifically the educational qualifications.	1. "Selected Sample Questions for Interview" (Attached) 2. Hospital for field trip 3. Biology-related business or industry for field trip

SELECTED SAMPLE QUESTIONS FOR INTERVIEW

A. What is your job title?

B. Where is your job located?

C. How did you choose your academic subject area?

D. Have you been employed in other job(s)?

E. What do you especially like/dislike about your job?

F. Do you feel that your job is secure?

G. How did you first hear of the availability of the position that you hold?

H. What is the income range for your job type?

I. What are you educational qualifications?

ELEMENT REFERENCE Self Awareness

AREA 9-10 Biology

Objective	Selected Activities	Resources
The student will be able to write a personal resumé for an actual and for a hypothetical job position. Teacher Notes and/or Suggestions:	1. The student will write an actual resumé for a summer job position. 2. The student will write a hypothetical resumé for a selected job position in biology. 3. The student will fill out a "Job Application Form" for a hypothetical job position in a biology-related field.	1. "Job Application Form" (Attached) 2. An English Textbook

JOB APPLICATION FORM

1. Kind of position you are applying for _____.
2. Place you wish to be employed _____.
3. Home phone _____.
4. Business phone _____.
5. Name: MR.__ MRS.__ MISS__ (Last) _____ (First)_____(Middle)_____.
6. Legal or voting residence (state) _____.
7. Height in shoes _____feet_____inches.
8. Weight _____.
9. Birthplace (city and state or foreign country) _____.
10. Birth date(month) _____ (day)_____ (year)_____.
11. Social Security Number _____.
12. Present position _____.
13. Lowest pay you will accept $_____ per _____.
14. When will you be available? _____.
15. Will you accept less than full-time employment? _____.
16. Are you willing to travel? _____.
17. Have you served on active duty in the military? _____.
18. Have you been discharged from the armed services under other than honorable conditions? _____ (If "yes" explain)
19. Special qualifications and skills _____.
20. Kind(s) of license or certificate (date) _____.
21. Number of years high school attended _____.
22. Did you graduate from high school? _____.
23. Name and location of High school attended _____.
24. Number of years college attended _____.

25. Did you graduate from college? _____.

Date of graduation _____.

Type of degree _____.

Major field of study _____.

26. Other schools or training _____.

27. Honors, awards and fellowships received _____.

28. References: List three persons not related to you who have definite knowledge of your qualifications and fitness for the position for which you are applying.

FULL NAME	ADDRESS	BUSINESS OR OCCUPATION

29. Experience

A. Dates of employment _____.

B. Title of position _____.

C. Salary _____.

D. Place of employment _____.

E. Kind of business or organization _____.

F. Name and address of supervisor _____.

G. Phone number of employer _____.

H. Reason for wanting to leave _____.

I. Description of duties, responsibilities and accomplishments

_____

_____

_____

ELEMENT REFERENCE Decision Making-Career Awareness
AREA 9-10 Biology

Objective	Selected Activities	Resources
The student will be able to list and describe in detail three occupations related to biology. Teacher Notes and/ or Suggestions:	1. Student will make a list of names and occupations of persons whom he/she knows that are employed in biology-related fields. 2. Each student will write two letters requesting information about the three occupations related to biology. 3. Each student will complete a "Career Research Sheet" for the three occupations and will report this information to the class.	1. Career Research Sheet (attached) 2. Occupational Outlook Handbook 3. Booklet: "Keys to Careers in Science and Technology", National Science Teachers' Association, 1201 16th Street, NW, Washington, D.C. 20036 $1.00 4. Folder: "You Are Needed Now in Health Careers", Health Careers Council of Alabama, 901 South 18th Street, Birmingham, Alabama 35205

Career Research Sheet

I. Name of Occupation:

A. Other names or titles.
B. Your reason for this choice.
C. Salary or income to be expected.
D. Number of people in this occupation.
E. More men or more women in this occupation
F. Jobs located in small towns and/or large cities?
G. Is job stable?
H. Normal hours of work.
I. How much contact with people?
J. Expected life style related to occupation.
K. Hobbies related to his occupation.
L. Organizations related to this occupation.
M. Will you have to move often?
N. Does the job have any safety hazards?

II. Duties of Occupation

A. General
B. Specific

III. Requirements of Occupation

A. High school courses
B. College courses or degrees
C. Graduate courses and degrees
D. Doctoral Degree
E. Post Doctoral requirements
F. Technical school training
G. Other educational requirements
H. Special qualifications

ELEMENT REFERENCE Decision Making

AREA 9 - Social Studies

Objective	Selected Activities	Resources
The student will be able to analyze and refine career decision-making processes based on his own abilities and experiences in counseling, school work, and career information as evidenced by his ability to develop his own program of senior high studies in order to prepare for a specific career. Teacher Notes and/ or Suggestions:	1. Students will become aware of ways one can exhibit increasing abilities to distinguish the implications of forces in his environment and the impact of these forces with regard to decision making. 2. Students will become aware of the interrelatedness of decisions made in different spheres of life and segments of time, paying particular attention to changes due to maturation. 3. Each student will outline his/her educational and career goals. He/she will develop a time chart for dates of completion and will identify all long-range goals and tell how the short-range goals contribute to the achievement of the long-range goals. 4. Students will prepare a list of various occupations and give the level of education required for each occupation. 5. Each student will research course offerings available in a selected vocational area; through consultation with school counselors, teachers, older students, and others, the student will select an appropriate high school curriculum. 6. Students will be administered the Strong or Kuder Vocational Interest Inventory. They will be given the results of the inventory in groups and/or as individuals. They will appraise personal interest, past working experience, educational record, and activities in relation to career planning.	1. Books: Guidance series Booklets published by Science Research Associates 2. Local guidance counselor Dictionary of Occupational Titles, Occupational Outlook Handbook, Career Preparation Booklet published by: 1. Vocational Guidance Manuals Co. 2. Area Publishing Co. 3. High School program of Courses and Graduation Requirements You and Your Abilities Discovering Your Real Interest

ELEMENT REFERENCE Decision Making
AREA 9-Social Studies

Objective	Selected Activities	Resources
	7. Students will be administered the G.A.T.B. and given the results individually using the profile chart. Students will be encouraged to visit the counselor's office for further discussion of personal characteristics as they relate to career planning.	Your Behavorial Problems Growing Up Emotionally Exploring Your Personality Understanding Yourself Getting Along with Others Building Your Philosophy of Life Growing Up Socially Girls and Their Future Publishers are listed in State Department catalog.
	8. Students will consider courses in school for tenth grade which will provide experiences for personal growth and development relative to career planning.	
	9. Visitors from various career fields will speak to classes on the importance of congnitive skills; i.e., engineer on importance of science, doctor or nurse on English, carpenter on mathematics.	
	10. Students will complete an "educational profile sheet" with courses that will lead toward a career they have chosen and researched.	4. Tests: Kuder Vocational Interest Inventory, GATB 5. Resource people 6. Example of an educational profile sheet (attached)

1. Books:

   Guidance Series booklets, published by Science Research Associates

   Dictionary of Occupational Titles

   Occupational Outlook Handbook

   Career Preparation booklets, publiched by Vocational Guidance Manuals Company, and by Area Publishing Company

The following books are in the Career Education State Department catalog:

   You and Your Abilities

   Discovering Your Real Interest

   Your Behavorial Problems

   Growing Up Emotionally

   Exploring Your Personality

   Understanding Yourself

   Getting Along With Others

   Building Your Philosophy of Life

   Growing Up Socially

   Girls and Their Future

2. Local guidance counselor

3. High school program of courses and graduation requirements

4. Tests:

   Kuder Vocational Interest Inventory

   G.A.T.B.

5. Resource people

6. An educational profile sheet (attached)

"ME"

Name _____

1. How far do I really expect to go in school?

   a. Drop out now _____

   b. Graduate from high school _____

   c. Complete junior college or two years of college _____

   d. Graduate from college _____

   e. Secure an advanced degree _____

2. How far would I like to go in school?

   a. Drop out now_____

   b. Graduate from high school _____

   c. Complete junior college or two years of college _____

   d. Graduate from college _____

   e. Secure an advanced degree _____

3. What are the main factors involved in my answer to Item 1 ?

   a. Interest or lack of interest _____

   b. My own estimate of my academic abilities _____

   c. The cost of college or other economic factors _____

   d. More pressing interest in doing something else _____

   e. Circumstances beyong my control _____

4. How do I rate myself in school ability compared with those in my class at school?

   _____a. I am among the poorest
   _____b. I am below average
   _____c. I am average
   ____d. I am above average
   ____e. I am among the best

5. Do I have the ability to complete college?

_____a. No
_____b. Probably not
_____c. Not sure either way
____d. Yes, probably
____e. Yes, definitely

6. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely is it that I could complete such advanced work?

_____a. Most unlikely
_____b. Unlikely
_____c. Not sure either way
____d. Somewhat likely
____e. Very likely

7. How important to me are the grades I get in school?

_____a. Grades don't matter to me at all

_____b. Not particularly important

_____c. Important

_____d. Very important

8. How important to me are good grades compared with other aspects of school?

_____a. Good grades don't matter to me at all.

_____b. Some other things in school are more important.

_____c. Good grades are among the important things in school.

_____d. Good grades are the most important thing in school.

_____e. Grades are just one part of high school.

9. In selecting a life career, what should be my most important consideration?

_____a. Whether I can do the job well

_____b. Whether I will enjoy doing the job year after year

_____c. How much money I can make

_____d. Whether there is a lot of prestige or not

10. I believe my two best qualities are: (1) _____
_____
and (2) _____
_____

11. Two personal weaknesses about myself that should be corrected are:
(1) _____
_____
and (2) _____
_____

Consider the words in this list and check how often you think they describe you as you are:

	Always	Usually	Sometimes	Never
1. Happy				
2. Friendly				
3. Sad				
4. Serious				
5. Shy				
6. Clumsy				
7. Show-off				
8. Kind				
9. Lazy				
10. Neat				
11. Even-tempered				
12. Moody				
13. Open-minded				

EDUCATIONAL PROFILE SHEET

The career in which I am now interested is: _____

List below the courses you have taken, are taking, or will take which will help you enter this field if you choose to continue in this direction. List all courses for past, present, and future. (Remember that some grades have certain requirements and that one must have certain courses in order to graduate.

9th	1s	2s	Credits
English	X	X	1
Alabama History	X		½
Civics		X	½
P.E. or band	X	X	1
Total			_____

10th	1s	2s	Credits
English	X	X	1
Total			_____

11th	1s	2s	Credits
English	X	X	1
American Hisotry	X	X	1
Total			_____

12th	1s	2s	Credits
English	X	X	1
Economics	X		½
Govt.		X	½
Total			_____

Total credits for grades 9-12: _____

To graduate, a student must take and pass between 9th and 12th grades _____ semester credits. Of this number there must be _____ in English, _____ in history or social studies, _____ in physical education, _____ in math, _____ in science. If there are others explain: _____

_____

ELEMENT REFERENCE Skill Awareness, Beginning Competence
AREA 9 - Social Studies

Objective	Selected Activities	Resources
The student will be able to match his/her own skills and aptitudes to a specific career or to a group of related careers (career cluster) as evidenced by his ability to list those careers that best fit his/her individual needs, interests, and abilities. Teacher Notes and/or Suggestions	1. The General Aptitude Test Battery and/or other achievement and aptitude tests will be administered to the student. Results of this will be interpreted to him/her. 2. Each student will prepare a profile of self which identifies strengths and weaknesses shown by the GATB and/or other tests. 3. Each student will list in separate columns his/her own strengths and weaknesses; then he/she will tell how use can be made of strengths and how weaknesses may be strengthened. 4. Students will review literature, including the Occupational Outlook Handbook, and identify possible jobs that require skills in areas of strengths. 5. Each student will make tentative career choices (first, second, and third) based upon personal interests, aptitudes and achievement. 6. Each student will select an occupational area and make an out-of-class visit to such a local concern and discuss with both labor and management the skills required, advantages and disadvantages of the occupation, as well as observe the daily operations. 7. Students will prepare individual job preference lists considering personal goals and traits. They will understand, however, that these preferences are subject to change.	1. Dictionary of Occupational Titles 2. Occupational Outlook Handbook 3. Job Family Series booklets 4. Career Preparation booklets 5. State Department Resource Catalog (available from Career Education Office, Room 607 State Office Building Montgomery, Al.) 6. General Aptitude Test

ELEMENT REFERENCE Skill Awareness, Beginning Competence
AREA 9 - Social Studies

Objective	Selected Activities	Resources
	8. The class will be divided into groups of two people who share the same interest in an occupational cluster. They will prepare charts depicting performance requirements of specific careers and will clip performance illustrations from professional journals or magazines. 9. Students will compare personal aptitudes and interests with occupations explored. 10. Students will visit several business establishements, such as television repair shops, barber shops, beauty shops, machine shops, etc., and report to the class the skills displayed by the workers in these businesses. 11. Students will list the skills necessary for employment in two different occupational areas and indicate which of these they have already learned through part-time jobs, school shops, or home responsibility. 12. Representatives of different occupations will be invited to discuss their work, including the skills and abilities which are required. 13. After reviewing his/her standardized test scores, each student will recognize the areas of strengths and weaknesses as related to job preferences; with assistance from the guidance counselor, he/she will determine if the weaknesses can be corrected or if new preferences need to be selected. 14. Students will identify differences which make individuals unique and will assess their own traits.	

CAREER RESEARCH INFORMATION SHEET

I. Name of occupation _____
   A. Other names of titles _____
   B. Your reason for this choice _____
   _____
   C. Salary or income to be expected _____
   _____

II. Number of people in this occupation _____
   A. Your source of information _____
   (Where are you getting your information? Is it reliable?)
   B. Where are these jobs available _____
   C. Is the job stable _____
   D. Will you have to move often _____

III. Duties of this occupation _____
   A. General _____
   _____
   B. Specific _____
   _____
   C. Normal hours of work _____

IV. Qualifications of workers:
   A. Age _____
   B. Health _____
   C. Physical size _____
   D. Personality _____
   E. Experience _____
   F. Special qualifications (other than educational) _____
   _____

V. Educational requirements:
   A. High school: (List a few courses needed)
   _____
   _____
   _____
   _____
   _____
   B. If additional training is needed, describe below:

ELEMENT REFERENCE Decision Making
AREA 10 - English

Objective	Selected Activities	Resources
The student will select a career cluster for in-depth analysis and will be able to demonstrate efficiency in language arts skills needed in his selected career area Teacher Notes and/ or Suggestions:	1. Given a self-selected career cluster, the student will be able to locate articles pertaining to his/her career cluster from a newspaper, from a reply to the student's letter(s) requesting information on the career cluster, and from a third source of information of the student's choice. 2. Given instruction in preparing resumés, the student will be able to compile his own current and accurate resumé. 3. Given a field trip to at least two career concerns of his/her choice, the student will be able to compare the different communication skills necessary for the two different careers. 4. Given information on expressions in various careers, the student will be able to role play a situation in which he/she uses the idioms, jargon, and terminologies peculiar to a career cluster of his choice. 5. Given self-selected examples of job advertisements (e.g. from T.V., newspaper, magazine) the student will be able to identify which communication skills were used and how the advertisement was made compelling. 6. Students will conduct several audio sessions on tape demonstrating a proficiency in communication. 7. Students will design a brochure of communication skills, both verbal, and non-verbal, associated with a career cluster. They will demonstrate the communication skills to the extent possible; peer groups will offer constructive criticism.	1. Newspaper 2. Tape Recorder 3. Field trip to different businesses

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ELEMENT REFERENCE Educational Awareness
AREA 10 - English

Objective	Selected Activities	Resources
The student will develop an awareness of the positive contributions that the selection of a specific career will have on a person's life-style, and he will be able to list five specific desired goals.	1. The student will plot a tentative schedule of educational achievements. 2. The student will select from a full listing of course offerings in the local school system a course of studies which is consistent with educational and career goals. 3. The student will identify two personal examples of conflict between expectations of self and environment and demonstrate orally and/or in writing a rational evaluation of the conflict and draw up a list of alternatives. 4. The student will dramatize role of persons in special life-style situations. He/she will describe orally the life-style of his/her choice. 5. Class will discuss how a person's life can be influenced by different decisions. 6. The student will list several jobs for which specified interests and aptitudes are not compatible. 7. The student will survey others (parents, teacher, workers) to determine how they rank the various rewards and disadvantages of their work and other social roles and will present a written report on their findings. 8. The student will conduct detailed worker interviews (written or taped) in occupations that appear to be less than desirable to the student; i.e., dog catchers, bill collectors, garbagemen, etc.	1. High school course of study 2. Tape recorder

ELEMENT REFERENCE Educational Awareness

AREA 10 - English

Objective	Selected Activities	Resources
	9. Each student will interview ten workers in an occupational cluster and write a paper comparing the educational preparation of each worker.	
	10. The student will review case studies of workers in one of the occupational clusters and estimate what additional courses of study or training would be of most value ten years after entering the job and twenty years after job entry.	

ELEMENT REFERENCE Career Awareness

AREA 10 - English

Objective	Selected Activities	Resources
The student will explore in depth the fifteen career clusters developed by USOE and will list ten personal interests, values, and abilities that are related to success in specific occupational areas.	1. The student will read occupational briefs, job descriptions, etc. from such books as Occupational Outlook Handbook and Dictionary of Occupational Titles. 2. The student will describe in writing a job of choice, worker knowledge and skill requirements, clues to indicate requirements necessary, usual and method of entry, and specific worker qualifications such as aptitude, temperament physical capacities, etc. required. 3. The student will be given the standardized interest survey test. Students will be given results of survey so that they may relate their measured interests with stated interests and study these in relation to the career fields of their choosing. 5. The student will identify and describe, through oral or written reports, ways in which mass production demands close working relationships. He/she will list three industries in his geographic area that demonstrate this concept. 6. The student will write and dramatize a skit which emphasizes the relationship of valued personal traits to a specific occupation area. 7. The teacher will assist the students in developing individual self profiles in accordance with various test results through the use of OAP (Occupational Aptitude Patterns) and the Scholastic Aptitude Test.	1. Fifteen Career Clusters available from USOE 2. Occupational Outlook Handbook 3. Dictionary of Occupational Titles 4. Standardized interest survey test 5. Occupational aptitude patterns (available through school counselor) 6. Scholastic aptitude test (available through school counselor) 7. School counselor 8. Various stories assigned by teacher

ELEMENT REFERENCE Career Awareness

AREA 10 - English continued

Objective	Selected Activities	Resources
	8. Students will read success stories. They will report to the class what they found concerning these individuals. Did success come easy? Did they start at the bottom and work up?	

ELEMENT REFERENCE Employability Skills
AREA 10 - English

Objective	Selected Activities	Resources
The student will select one career cluster and list ten personal and social inter-action skills related to that cluster.	1. Local employers will be invited to discuss with the class the personal and social skills they look for when employing new employees. Questions and answer sessions afterwards. 2. The student will select roles (i.e. Blocker-Leader) and role play a job interview in career choice, a "critical incident" from job, or work exposure he has noted. Activities will be afforded the student in order to increase the student's awareness of channels of communication. 3. The student will demonstrate interpersonal relations skills likely to be expected of one while looking for a job. Role playing activities will include line and staff functions. He/she will discuss the need for workers to get along with their co-workers as well as their employers. 4. The student will participate in a day at the office, plant etc., depending upon occupational objective during which time student will observe, discuss, and prepare written/oral report on his interpretation of various interpersonal relations between employees, managers and owners, and customers. 5. The student will list skills, personality traits, attitudes, and values that are necessary for getting and holding a job. 6. The student will write a report on the personal and social inter-action skills one needs to develop to work cooperatively and effectively on a job of his choice. 7. The student will study (in the field) several actual jobs which "theoretically" match own personal career cluster choice and relate the self-knowledge upon which the career choice was made.	1. Community resource people. 2. Fifteen career clusters available from USOE

ELEMENT REFERENCE Appreciations and Attitudes
AREA 10 - Foreign Language

Objective	Selected Activities	Resources
Each student will understand the importance of all careers and their contributions to society by becoming aware of the special aspects of the foreign-cuisine type restaurant. Teacher Notes and/or Suggestions:	1. Student will visit a foreign cuisine restaurant. 2. Student will sample here to fore untasted foods or dishes. 3. Student will talk with chef or owner--ask... . Why was restaurant open? . What type of training is required? . What problems are encountered? 4. Have students write a short report about the trip.	Local restaurant owners and chefs

ELEMENT REFERENCE Decision Making
AREA 10 - Foreign Language

Objective	Selected Activities	Resources
Each student will select a career cluster involving a foreign language for in-depth analysis by comparing occupations of a foreign country with similar careers in our native country. Teacher Notes and/ or Suggestions:	1. Students will . . . . List in the foreign language the occupations from the foreign country being studied. . Relate this list to the similar occupation in the U.S.A. 2. Students will discuss those occupations which do not have an exact equivalent in our country. . Discuss why not . Discuss a reason for their existence in the foreign country.	

ELEMENT REFERENCE Appreciations and Attitudes

AREA 10-11 Chemistry

Objective	Selected Activities	Resources
The student will be able to write a paragraph describing the environmental effects (advantages and disadvantages) related to a chosen occupational area of chemistry. Teacher Notes and/or Suggestions:	1. Students will view film(s) relating chemistry to the environment. 2. Students will attend a lecture by a guest speaker(s) employed in an area of chemistry related to the environment (medicine, nuclear power plants, industry...) 3. Each student will give an oral report on the effects of an area of chemistry on the environment. 4. Students will view a film on science careers.	1. Films: USAEC Film Library, P.O. Box 62 Oak Ridge, TN 37830 (order form attached) a. Endless Chain #0457 b. Isotopes in Environmental Control #0466 c. Nuclear Power and the Environment #0447 2. Guest Speaker(s) 3. Film: USAEC Film Library, P.O. Box 62, Oak Ridge, TN 37830 Horizons Unlimited #0450

ELEMENT REFERENCE Self Awareness - Skill Awareness
AREA 10-11 Chemistry

Objective	Selected Activities	Resources
The student will be able to list ten of his own personal characteristics and abilities which relate positively to his job-getting ability. Teacher Notes and/ or Suggestions:	1. Each student will complete a hypothetical "job application form." This will relate to a position in chemistry. 2. Students will dramatize job interviews following methods used in "Suggestions for Successful Job Interviews". 3. Student will complete a "Personality Characteristics Form" and an "Attitude Inventory Form."	1. Job Application Form (attached) 2. Suggestions for Successful Job Interviews(attached) 3. Personality Characteristics Form and Attitude Inventory Form (attached)

JOB APPLICATION FORM

1. Kind of position you are applying for _____.
2. Place you wish to be employed _____.
3. Home phone _____.
4. Business phone _____.
5. Name: MR./MRS./MISS/(last) _____(first)_____(middle)_____.
6. Legal or voting residence (state)_____.
7. Height in shoes _____feet, _____inches.
8. Weight_____.
9. Birthplace (city and state or foreign country) _____.
10. Birth date (month) _____ (day) _____ (year) _____.
11. Social Security Number _____.
12. Present position _____.
13. Lowest pay you will accept $_____ per _____.
14. When will you be available?_____.
15. Will you accept less than full-time employment? _____.
16. Are you willing to travel? _____.
17. Have you served on active duty in the military?_____.
18. Have you been discharged from the armed services under other than honorable conditions? _____(If "yes" explain.)

    _____
19. Special qualifications and skills _____.
20. Kind(s) of license or certificate (date) _____.
21. Number of years high school attended _____.
22. Did you graduate from high school? _____.
23. Name and location of high school attended _____.
24. Number of years college attended _____.
25. Did you graduate from college? _____

    Date of graduation _____.

Type of degree _____.

Major field of study _____.

26. Other schools or training _____.

27. Honors, awards and fellowships received _____.

28. References: List three persons not related to you who have definite knowledge of your qualifications and fitness for the position for which you are applying.

FULL NAME	ADDRESS	BUSINESS OR OCCUPATION

29. Experience:

A. Dates of employment _____.

B. Title of position _____.

C. Salary _____.

D. Place of employment _____.

E. Kind of business or organization _____.

F. Name and address of supervisor _____.

G. Phone number of employer _____.

H. Reason for wanting to leave _____.

I. Description of duties, responsibilities and accomplishments

_____

_____

SUGGESTIONS FOR SUCCESSFUL JOB INTERVIEWS

1. Study your interest and qualifications; be prepared to give them briefly and clearly during the interview.

2. Before the job interview, learn about the firm, ask questions about the firm and the job that you're seeking.

3. Arrive five or ten minutes ahead of your appointment. Tell receptionist who you are, whom you wish to see.

4. Be neat, hair combed, finger nails clean, wear well-pressed clothes, shined shoes, avoid gaudy jewels, make-up.

5. The employer wants to talk to you. Don't take anyone with you (not even your mother) to your job interview.

6. Sit up straight in chair, feet firmly on floor, look alert. Advance planning will help you to be calm, poised, and at ease.

7. Think before answering a question. Be polite, accurate, honest, and frank. Give full information, don't brag.

8. Have guide sheet with you of all your jobs, dates of work, your wages, kinds of work you did, reasons you left.

9. Be ready to show how your training and work experience will help you to get ahead on job you're seeking.

10. For references, give the names (and complete addresses) of three reliable people who know you and your work.

11. Be confident, enthusiastic, but don't bluff. Use good English, and speak distinctly. But don't talk too much.

12. Listen carefully, be polite, and tactful. Above all, don't get into any arguments with your prospective employer.

13. The employer is interested only in how well you'll fit the job. Don't mention personal, home, or money problems.

14. Be grown-up, businesslike. Show employer proper respect. Call him "Mr." not "Jack", "Buddy" or "Pal".

15. If it seems you won't get this job, seek employer's advice about other jobs with the firm which may come up.

PERSONALITY CHARACTERISTICS

Rate yourself on the items listed below by placing a check mark under the word that describes you best.

	Very Good	Good	Fair	Poor
1. Neat and clean	___	___	___	___
2. Good manners and courtesy	___	___	___	___
3. Cheerful and pleasant	___	___	___	___
4. Want to make good in life	___	___	___	___
5. Honest	___	___	___	___
6. Sportsmanship	___	___	___	___
7. A sense of humor	___	___	___	___
8. Ability to get along with others	___	___	___	___
9. Ability to adapt to people and situations	___	___	___	___
10. Use of good language	___	___	___	___
11. Trustworthy and dependable	___	___	___	___
12. High ideals and morals	___	___	___	___
13. Unselfish attitude	___	___	___	___
14. Ability to mix socially with others	___	___	___	___
15. Care of clothing	___	___	___	___
16. Good posture	___	___	___	___
17. Broad-mindedness	___	___	___	___
18. Thoughtful and considerate	___	___	___	___
19. Ability to control temper	___	___	___	___
20. Ability to cooperate with others	___	___	___	___
21. An appreciation for athletics	___	___	___	___

ATTITUDE INVENTORY

Rate yourself on the things listed below. If they describe you, make a check mark under True. If they do not, make a check mark under False.

	True	False
1. agreeable	___	___
2. modest	___	___
3. cheerful	___	___
4. sad	___	___
5. do not pay attention in class	___	___
6. jealous of friends	___	___
7. freehearted with things I have	___	___
8. sensible	___	___
9. jealous of a sister or brother	___	___
10. satisfied with everything	___	___
11. satisfied with most things	___	___
12. Never satisfied with life	___	___
13. always on time	___	___
14. talk bad about my family	___	___
15. a borrower	___	___
16. friendly to new people I meet	___	___
17. talk bad about other people	___	___
18. not above telling little white lies	___	___
19. sick most of the time	___	___
20. afraid the world is going to the bad	___	___
21. try to do the right thing all the time	___	___

	True	False
22. very smart	____	____
23. pretty smart	____	____
24. shy	____	____
25. easy going	____	____

ELEMENT REFERENCE Decision-Making/Career Awareness

AREA 10-11 Chemistry

Objective	Selected Activities	Resources
The student will be able to list and describe in detail three occupations related to chemistry. Teacher Notes and/ or Suggestions:	1. The teacher will prepare a copy of the CAREER RESEARCH SHEET (see copy) for each student. 2. Each student will write two letters to requesting information about the three occupations related to chemistry. 3. Each student will complete a CAREER RESEARCH SHEET for the three occupations and will report this information to the class.	1. Career Research Sheet (attached) 2. Occupational Outlook Handbook 1974-75 Edition 3. Booklet: "Keys to Careers in Science and Technology" 1973, National Science Teachers' Association, 1201 16th Street, N.W., Washington, D.C. 20036 $1.00 4. U.S. Atomic Energy Commission, Division of Technical Info. P.O. Box 62 Oak Ridge, TN 37830 (free to schools) 5. Book: Careers in the Scientific Field, Angel, J.L., World Trade Academy Press, 50 East 42nd St., NY 17, NY $1.25

CAREER RESEARCH SHEET

I. Name of Occupation:

A. Other names or titles:
B. Your reason for this choice:
C. Salary or income to be expected:
D. Number of people in this occupation:
E. More men or more women in this occupation:
F. Jobs located in small towns and/or large cities?
G. Is job stable?
H. Normal hours of work?
I. How much contact with people?
J. Expected life style related to occupation?
K. Hobbies related to his occupation?
L. Organizations related to this occupation:
M. Will you have to move often?
N. Does the job have any safety hazards?

II. Duties of Occupation

A. General
B. Specific

III. Requirements of Occupation

A. High school courses
B. College courses or degrees
C. Graduate courses and degrees
D. Doctoral Degree
E. Post Doctoral requirements
F. Technical school training
G. Other educational requirements
H. Special qualifications

ELEMENT REFERENCE Educational Awareness
AREA 10-11 Chemistry

Objective	Selected Activities	Resources
The student will be able to list specific educational requirements for three occupations related to chemistry and will be able to list area educational institutions which offer these necessary requirements. Teacher Notes and/or Suggestions.	1. Each student will write four educational institutions requesting catalogs and/or information regarding necessary training/skills for one of the following occupational areas related to chemistry: a. Engineering b. Medicine c. Veterinary Science d. Scientific Writing e. Physics f. Chemistry g. Biology h. Geology i. Mathematics j. Education k. Private Industry l. Art and Archeology m. Space research n. Agriculture o. Military 2. Each student will describe in detail educational requirements for the given occupational area and locations of institutions offering these requirements.	1. Addresses of admissions offices of various colleges, technical schools, hospitals, armed services, and other educational institutions offering training in these areas 2. Occupational Outlook Handbook 3. Book: Should You Be A Chemist? Langmuir, I., New York Life Insurance Co., 51 Madison Avenue, MY 10, NY (free) 4. Book: College Bound: Planning for College and Careers., Brownstein, Barron's Educational Series, Inc., Great Neck NY, $1.98

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ELEMENT REFERENCE Economic Awareness

AREA 10-11 Chemistry

Objective	Selected Activities	Resources
The student will be able to identify and describe at least four specific sources of determining job availability in chemistry. Teacher Notes and/ or Suggestions:	1. Each student will view the employment sections of three major city newspapers and will circle those jobs related to chemistry. 2. Students will visit a State Employment Agency. 3. Each student will write letters to two medical, industrial and/or government employers requesting information on "jobs available in these fields." 4. Each student will interview a person who is employed in a related field. (See sample questions.)	1. Various newspapers (preferably Sunday editions) 2. Book: Your Future in Nuclear Energy Fields; Thompson, W.E., Richards Rosen Press, 13 East 22nd Street, NY 10 NY 3. Occupational Outlook Handbook 4. Booklet: "Careers in Atomic Energy" USAEC, P.O.Box 62, Oak Ridge, TN 37830 5. Selected Sample Questions for Interview (attached) 6. Persons working chemistry related field who are willing to be interviewed

SELECTED SAMPLE QUESTIONS FOR INTERVIEW

1. What is your job title?
2. Where is your job located?
3. How did you choose your academic subject area?
4. Have you beem employed in other job(s)?
5. What do you especially like/dislike about your job?
6. Do you feel that your job is secure?
7. How did you first hear of the availability of the position that you hold?
8. What is the income range for your job type?
9. What are your educational qualifications?

ELEMENT REFERENCE Appreciations and Attitudes

AREA 11 - English

Objective	Selected Activities	Resources
By writing a brief autobiography the student will demonstrate a commitment to the selection of a career based on his individual attitudes, values and education. Teacher Notes and/ or Suggestions:	1. Each student will make a list of values that will help develop a code which will be a guide to live by. 2. Students will engage an outside speaker to discuss current topics, such as drugs, etc. 3. Students will identify and discuss emotions adolescents are learning to control, such as: a. fear b. anxiety c. anger d. jealousy e. social sensitivity f. sex 4. Each student will demonstrate through the use of presentations, newspaper accounts, etc., the contributions of at least two individuals of a different social, cultural, or political background. 5. Each student will write a composition of not less than 300 words, supporting the hypothesis of individual differences being the basis of interpersonal relationships. 6. Groups of four students will select a problem, and as a class project, write a skit for role playing on a typical value problem such as those viewed on the TV program, "All in the Family." 7. Students will witness, study, or evaluate vocational interests and activities of various occupational groups to bring realization that vocational choice effects, not only what one does, but also how he lives.	1. Community resource person 2. Magazines and newspapers

ELEMENT REFERENCE Self Awareness & Career Awareness

AREA 11 - English

Objective	Selected Activities	Resources
The student will be able to increase his self awareness, direction, aspiration, and appropriate attitudes about the personal and social significance of work and career and will be able to list ten concepts of positive self worth that would be beneficial in seeking his chosen career. Teacher Notes and/ or Suggestions:	1. Each student will complete personal interests, aptitude, and self analysis surveys. 2. Each student will complete work interest surveys. 3. Each student will list ten criteria for a successful job interview. 4. Each student will dramatize in class a request over the telephone for a personal interview. 5. Each student will through role playing simulate in class a job interview. 6. Each student will write a self-evaluation using checklists, evaluation forms, and general discussions to help become aware of strengths and weaknesses. 7. Each student will evaluate his/her own abilities to determine physical and emotional needs as well as capabilities required by his/her chosen vocation and avocation. 8. Each student will explore career plans in relation to physical and mental strengths. He/she will list careers of interest that require: (1) physical strength (2) mental alertness.	1. Prepared handout sheets on personal interests, aptitudes, and self-analysis 2. Prepared work interest survey 3. Handout sheet on suggestions for a successful job interview 4. Telephone 5. Personal checklists and evaluation forms

ELEMENT REFERENCE Decision Making

AREA 11 - English

Objective	Selected Activities	Resources
The student will choose a tentative career and list five requirements for fulfilling the employability skills necessary for the anticipated job. Teacher Notes and/ or Suggestions:	1. Each student will select an occupation to research the following: educational requirements, availability of job, necessary training, salary, and published occupational information. 2. Each student will read a wide variety of materials on the educational requirements for various types of occupations. Students will read published information on their specific broad areas of interest (clusters). 3. Students will be divided into teams and will survey the community as to the kinds of jobs represented. These findings will be reported to the class. 4. Each student will select a career and outline re: theme and goal statement - i.e. Job Analysis 5. Students will prepare a description of a variety of vocational fields through utilization of D.O.T and Occupational Outlook Handbook. 6. Each student use communicative skills (listening, reading, writing, speaking) in relation to the tools which are involved in his chosen career subject.	1. Fifteen Career Clusters from USOE 2. D. O. T. 3. Occupational Outlook Handbook

ELEMENT REFERENCE Educational Awareness
AREA 11 - English

Objective	Selected Activities	Resources
The student will understand the in-school educational steps necessary to qualify for selected occupations and will be able to name three occupations and the educational steps required for reaching each occupation. Teacher Notes and/or Suggestions:	1. Each student will develop a "Career Notebook" showing the interests change from year to year. 2. Each student will write a short essay on future plans and how to achieve these plans. 3. Each student will develop post high school career plans indicating possible steps and time sequence. 4. Each student will develop a career ladder step-by-step chart with possible time sequences relating to tentative post high school plans. He/she will discuss orally the rationale behind the steps and time sequence identified. 5. The student will secure the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and other such resources and develop a paper outlineing requirements, working conditions, and the outlook for the future of an appropriate occupational choice. 6. The student will identify approximatley three career goals in one of the 15 occupational clusters and, using the Dictionary of Occupational Titles, develop a paper relating strengths and weaknesses to the job qualifications for each career goal selected. 7. The student will discuss with the counselor the courses necessary for preparation in selected occupations. 8. The student will research occupational literature to determine the educational qualifications necessary for selected occupation.	1. Dictionary of Occupational Titles 2. Counselor 3. Various Occupational Handbooks 4. Community resource people

ELEMENT REFERENCE Educational Awareness

AREA 11-English

Objective	Selected Activities	Resources
	9. The student will select three occupations within the cluster most closely related to career job. Each job must require a different level of education (high school graduate as opposed to a college graduate). He/she will construct a table or chart for each occupation, showing the ladder of educational steps required to reach each occupation.	
	10. The student will visit persons engaged in an occupation related to chosen career goal. He/she will discuss with the person the preparation and continuing education required for the occupation and prepare a written or oral report of the interview.	

ELEMENT REFERENCE Economic Awareness

AREA 11 - English

Objective	Selected Activities	Resources
The student will prepare a list of five careers that interest him/her and list ten advantages and disadvantages of each. Teacher Notes and/ or Suggestions:	1. The student will lead a group discussion dealing with the advantages and disadvantages of choosing a career in one field as opposed to another. 2. Students will prepare themes entitled, "Why you would want to choose _____ for your occupation" or "The advantages of working as a _____." Class discussion will follow presentation to the class of these themes. 3. Students will research information on specific careers and record average entrance level pay as compared to advancement opportunities, average annual income, etc. 4. Various resource people from the area will be invited to speak to the class on the advantages and/or disadvantages of their own occupation. 5. Each student will research his/her chosen occupational area and write themes on the advantages and disadvantages of working in this area as opposed to other areas; e.g., manufacturing, construction, transportation, sales, finance, etc. 6. Students will become aware of the need for lifetime learning based on technological advances, population and job mobility, increased leisure time, etc. 7. Each student will investigate and report on occupations which require continued learning; e.g., doctors learning new techniques, teachers going back to school, etc. 8. Each student will write a theme regarding the preparation required for a specific job, the work traits related to	1. Community resource person 2. Various occupational resource booklets

ELEMENT REFERENCE Economic Awareness
AREA 11 - English

Objective	Selected Activities	Resources
	successful performance, and the remuneration as it relates to the responsibilities involved. 9. Each student will investigate and report on learning activities for adults, e.g., adult education, recreation, on-the-job training, vocational schools, union programs, etc. 10. Each student will discuss people (parents, friends, etc.) who have changed occupations and are in need of retraining.	

ELEMENT REFERENCE Skill Awareness

AREA 11 - English

Objective	Selected Activities	Resources
The student will name five skills which would show awareness and understanding of the requirements needed to obtain his career goals. Teacher Notes and/ or Suggestions:	1. Each student will interview a student enrolled in a cooperative vocational program. He/she will discuss with the other student the skills needed on that student's job, the working conditions, etc. The vocational student will be asked to explain the relationship between in-school and on-the-job education as it relates to his job. A short report describing the interview will be prepared. 2. Each student will identify high school courses required for entry into specific trade school, college, or job training programs. 3. Each student will initiate class discussion about "required" courses and how they relate to trade school, college, or career preparation. 4. The student will present to the class the educational qualifications acquired toward chosen career. 5. Each student will complete the following activities: (1) obtain catalogs and brochures from nearby colleges and vocational schools and (2) review the materials, note an area of study offered and the requirement in that area. 6. Each student will write a business letter to nearby colleges and vocational-technical schools and ask to visit classes and discuss the educational requirements in various fields. 7. Each student will discuss how 11th grade English will relate to various careers.	1. Local student enrolled in co-operative vocational program 2. Various college, technical, and vocational catalogs 3. Representative from a vocational-technical school

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ELEMENT REFERENCE Self Awareness
AREA 11 - Foreign Language

Objective	Selected Activities	Resources
Each student will modify and/or accept differences between the individual's personal values and the influence of others on career choices by comparing and contrasting the educational value systems of our country to evaluate the educational system of another country. Teacher Notes and/ or Suggestions:	1. Each student will make a short presentation concerning the educational systems of the foreign country. 2. Students will write a short comparison between the U.S.A. and the foreign country. 3. Students will discuss the similarities and differences of the two countries. 4. Students will draw an "ideal" educational system based on a combination of the two that have been studied	Library reference materials

ELEMENT REFERENCE Self-Awareness

AREA 11 - Social Studies

Objective	Selected Activities	Resources
The student will list ten positive statements about himself/herself which demonstrates his/her self-awareness in relation to developing self-confidence in his/her career choice.	1. The student will complete a sample job interview. 2. The student will complete a personal inventory form. 3. The class will discuss how each person is alike yet how each one differs from any other human being, in the way he/she talks, acts, looks, etc 4. The student will prepare a bulletin board display that depicts how beliefs, attitudes, and values change as experiences multiply with on-going peer relationships and increased knowledge. 5. Each student will read a biography of a man who has succeeded and will parallel reasoning about self with what others have done. 6. The student will be exposed to information regarding cultures of considerable uniqueness and variety. 7. Groups of students will select for viewing, films and filmstrips showing how culture and the value system are closely related. 8. The class will list the "values" one feels ordinarily strong about. 9. The class will explore basic values upheld as important to: 1. teenagers 2. teenagers' parents 3. older citizens in today's world. 10. The class will research the meaning of values - trace the changes in values from early history to present day. What causes society to change its values? 11. The students will be exposed to the concept of why people work.	1. Sample job interview 2. Personal inventory form 3. Selected biographies 4. Selected films, and filmstrips relating to social studies. 5. Handout sheet on Why People Work.

WHY PEOPLE WORK

Basic Information

Activities

Reasons for Work

People work for many reasons, some individual and some common to all.

Reasons common to all:

To acquire money.

To provide the basic essentials, food, clothing, and shelter.

To improve or advance their living conditions such as: homes, autos, T.V., clothing, and sporting equipment.

Individual reasons:

To acquire a feeling of personal recognition and worth from members of society.

To satisfy the natural instinct of achievement and creativity.

To maintain or improve health or well-being.

To support relatives who are not able to support themselves.

Reasons for work vary with education, age, sex, and physical conditions of the individual.

Working in small groups or committees, compile a list of reasons for work. Report each in total class sessions and discuss.

Interview several working people in your community and compile a list of reasons why they work. Discuss these reasons and compare them.

Discuss the questions such as:

Why do you want to Work?

Have you ever worked? If yes, why?

Why do you think people do volunteer work?

Would you accept a job for less pay if there was an opportunity for advancement with experiences and training? Why?

How many reasons for work vary with men and women?

SELECTED SAMPLE QUESTIONS FOR INTERVIEW

A. What is your job title?

B. Where is your job located?

C. How did you choose your academic subject area?

D. Have you been employed in other job(s)?

E. What do you especially like/dislike about your job?

F. Do you feel that your job is secure?

G. How did you first hear of the availability of the position that you hold?

H. What is the income range for your job type?

I. What are your educational qualifications?

PERSONAL INVENTORY FORM

Name _____
(Last) (First) (Middle) (Nickname)

Home Address _____
(Number and Street) (Telephone)

Birth date _____
(Month) (Day) (Year) (City) (County) (State)

I have _____brothers and _____ sisters older than I.

I have _____brothers and _____ sisters younger than I.

Since I was born my family has lived in _____ different towns.

Father's occupation _____ Deceased _____
(year)

Where employed? _____

I do not live with my parents; I live with _____
(Name) (Relation)

I have also lived with _____
(Name) (Relation)

I am now in grade _____. My schedule this year is: _____

_____ _____

I expect to finish _____school.

In general my grades are: Excellent _____ Above Average _____

Average _____ Below Average _____

My favorite subjects in school are: _____

The subjects I like least are: _____

After I graduate from high school, I hope to attend _____
(Trade School/College/University)

Get a job _____. I hope to work for _____

as a _____

After high school, I plan to be a housewife _____. I expect to hold a job, too _____.

I do not plan to work. _____.

I prefer to work: Outdoors _____ Indoors _____

With people _____ With machines _____

I prefer clerical jobs _____.

My big ambition in life is to be a _____
(Occupation or Profession)

and live in _____
(City and State)

My favorite activities are:

_____Sports. I participate in _____

_____Reading. My favorite authors are _____

_____Clubs. I belong to _____

_____Music. I play the _____

I am a member of the Band _____ Chorus _____ Other _____

_____Handicrafts. I make _____

_____Homemaking (cooking, sewing, etc.). I enjoy _____

_____Do-it-yourself projects. I make or repair _____

_____Dances. I go to dances about _____ per month.
(Times)

_____Others. These include _____

My favorite hobbies are: _____

I hold leadership positions in the following groups:

	Group	School	Community
1.			
2.			
3.			

List the three occupations or professions which appeal to you most, in the order of your preference:

First Choice _____

Second Choice _____

Third Choice _____

List all the places you have visited outside of your home. _____

_____

List any sightseeing you have done outside your home. _____

_____

List any type job you have had, and indicate how you liked working on the job.

_____

_____

ELEMENT REFERENCE Decision-Making

AREA 11 - Social Studies

Objective	Selected Activities	Resources
The student will become acquainted with local industries and job opportunities and he/she will list five requirements needed for job qualification in one chosen career. Teacher Notes and/ or Suggestions:	1. Students will visit local industries and write a report on their observation. 2. Local business leaders will be invited to class to discuss job opportunities, wages, qualifications required, and job responsibilities. 3. Students will discuss their choice of career preparation programs and use, particular interests, aptitudes, and achievements to substantiate reasons for choice. 4. Students will interview successful people in the community to see how many career roles they went through to get where they are now. 5. Students will explore through interviews with local agencies, the requirements for preparation in all possible areas of work and report orally to the class. Files will be kept. 6. Students will participate in periodic field trips to local businesses and industries to observe on-the-job training programs. 7. Students will interview persons employed in occupations where there is interest and aptitude for the work. They will relate this type of work to societal needs of today to discover potential job opportunities for the future. 8. Students will review the "want ads" section of local newspapers to determine area needs for employment and they will then research the information for preparation in the areas of work that interest him/her and prepare an essay on this subject.	1. Local businesses and industries 2. Community resource people 3. Local newspaper

ELEMENT REFERENCE Decision-Making
AREA 11 - Social Studies

Objective	Selected Activities	Resources
	9. Students will make a schematic depicting a local business or industry that demonstrates the student's understanding of Staff Function and Line Function.	
	10. Students will write a letter of application to a local business or industry and consequently learn about interview techniques.	

ELEMENT REFERENCE Economic Awareness

AREA 11 - Social Studies

Objective	Selected Activities	Resources
The student will be able to name and define five legal instruments that govern and protect the worker and his role in the American economy. Teacher Notes and/ or Suggestions:	1. The student will become familiar with the provisions of the National Labor Relations Act (Taft Hartley Act/Right to Work Law) and how this will be of use to him in his chosen career. 2. The student will become familiar with the Fair Labor Standards Act (Federal Minimum Wage) and how it applies to careers. 3. The student will become familiar with the Worker's Compensation Act and relate this to knowledge of a chosen career. 4. The student will become familiar with the provisions of the Manpower and Industrial Relations Labor Law and Legislation. 5. The student will become familiar with Social Security provisions and benefits and will complete social security application form.	1. National Labor Relations Act (Taft Hartley Act) 2. Fair Labor Standards Act (Federal Minimum Wage Act) 3. Worker's Compensation Act. 4. Manpower and Industrial Labor Law and Legislation 5. Social Security Act 6. Social Security Application form.

ELEMENT REFERENCE Appreciations and Attitudes

AREA 12 - English

Objective	Selected Activities	Resources
The student will be able to understand the tasks required within a chosen job cluster(s) and will be able to list at least ten specific skills needed for successful pursuit of that career goal.	1. Students will understand what is meant by career ladders, career clusters, and the relationship of educational and training requirements to career advancement. 2. Students will state career goals in terms of entry level proficiency and they will designate educational objectives necessary to attain such proficiency. 3. Students will survey companies, government publications, school publications, etc. for job titles, job descriptions, personnel qualifications, etc., and they will determine wage or salary scales. Also in the publication file, students can determine and express those worker traits and job characteristics which influence job advancement and worker satisfaction.	1. Fifteen career clusters available from U.S.O.E. 2. D.O.T. 3. Occupational Outlook Handbook 4. Local, State Employment Office 5. Local Chamber of Commerce 6. Newspapers 7. Films, filmstrips, tapes, and booklets on various career clusters.
Teacher Notes and/or Suggestions:	4. Students will become familiar with the Dictionary of Occupational Titles. 5. Students will become familiar with the Occupational Outlook Handbook. 6. Each student will select a career and outline re: theme and goal statement -- i.e. Job Analysis. 7. Students will identify and chart job requirements through visits to and survey of: a. employment office b. Chamber of Commerce c. newspaper "want ads." 8. Each student will choose one new job, write a paper on how it came about. Students will discuss this with the class.	

ELEMENT REFERENCE Self-Awareness

AREA 12 - English

Objective	Selected Activities	Resources
The student will evidence positive feelings about themselves as persons of worth, and will recognize and accept their feelings, their achievements, and their interests in relation to their anticipated career choice by writing a self-concept profile. Teacher Notes and/ or Suggestions:	1. Each student will seek individual sessions with the counseling staff. 2. Each student will investigate the various tests which will provide information on self and help to make a choice of an occupation or a career. 3. Each student will take appropriate ability and interest tests and write a self-analysis profile. 4. Each student will list occupations of interest. For each of these, analyze the probability of success through your ability to speak, write and read well. 5. Students will discuss the meaning of "self" including the terms used to identify people such as an individual, a person, a personality, a human being or a "self." 6. Students will discuss how one's beliefs about religion, family, community, job, and government influence goals and values 7. Each student will identify a person whom he/she admires and will write a report describing the characteristics which cause that person to be admired. 8. Each student will list a number of personality traits and place them in order of importance. 9. Students will discuss the relationship of personality to career choices. They will recognize that the uniqueness of human beings keep individuals from wanting to enter the same field of work and influences the type of employment one chooses to prepare to enter.	1. School Counselor 2. Teacher prepared tests and handout sheets on personality traits, personal interests, and self-awareness.

ELEMENT REFERENCE Decision-making

AREA 12 - English

Objective	Selected Activities	Resources
The student will display an understanding of the decision-making process by listing and describing three occupations of his/her choice. Teacher Notes and/or Suggestions.	1. Students will read information, articles, and books relating to making a rational decision concerning occupational goals. 2. Each student will accumulate occupational information and spend time reviewing this material. 3. Students will evaluate each career cluster and make a career choice related to interest and ability. 4. Students will provide experiences that require logical thinking and not affective reaction in order to find solutions to problems. 5. Each student will participate in various types of writing (essays, short stories, news articles, etc.) to develop skills in expression for occupations involving writing. He/she will participate in debates, formal speaking, discussions, etc., to determine success in oral communication. 6. Students will interview persons employed in occupations where there is interest and aptitudes for the work. They will relate this type of work to societal needs of today to discover potential job opportunities for the future.	1. Fifteen career clusters which can be obtained from U.S.O.E. 2. Various newspapers and magazines 3. Community Resource people engaged in various careers. 4. D.O.T. Handbook

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ELEMENT REFERENCE Decision-Making

AREA 12 - English

Objective	Selected Activities	Resources
	7. Students will conduct a survey of the "Want Ads" in the newspaper concerning employment opportunities. They will take the newspaper "ads" by job titles and look up the descriptions in the Dictionary of Occupations. This gives student knowledge of job requirements as seen in the light of his interests, aptitudes and abilities.	
	8. Each student will prepare personal files containing tentative goals and aspirations and a running account of subjects and achievements throughout school years. He/she will relate this type of information to self and to goals for the future.	

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ELEMENT REFERENCE Educational and Career Awareness

AREA 12 - English

Objective	Selected Activities	Resources
The student will show an awareness of and knowledge about a variety of occupations in which people are employed, the associated life-styles, rewards, leisure time, working conditions, educational and training requirements and will be able to name at least five sources of job possibilities, and will have investigated at least five career opportunities.	1. Students will refer to the Dictionary of Occupational Titles for job descriptions and requirements of chosen careers. 2. Students will explore through interviews with local agencies the requirements for preparation in all possible areas of work and report orally to the class. Files will be kept. 3. Students will make a study of the community and determine its needs in relation to various occupations and determine procedures for obtaining work. They will role-play to help develop self-awareness and to become aware of the needs of the society. 4. Each student will determine through student discussion what the life-style of various occupations would be. They will research through publications, job interviews, etc., salary/wage surveys. 5. Students will prepare bulletin boards and collages reflecting areas of work. The artistic student will draw and paint his impressions. Others will prepare cartoons. 6. Students will review the "want ads" section of local, state and national newspapers to determine area needs for employment. Each student will then research the information for preparation in the areas of work that interest him/her and prepare an essay on this subject.	1. D.O.T. Handbook 2. Community Resource people 3. Local and national newspapers 4. Varipus application forms. 5. Bulletin boards and collages. 6. Films and filmstrips available on different occupations.

ELEMENT REFERENCE Educational and Career Awareness

AREA 12 - English

Objective	Selected Activities	Resources
	7. Students will invite speakers to visit the class who will explain their areas of work. Students will listen, take notes, and outline the speech. 8. Each student will fill out application forms, write letters of application to places of interest, and learn about interview techniques through role-playing. 9. Each student will prepare a report or role-play using the topic, "Why I would be successful in _____." 10. Each student will write his/her career goal in terms of types of work or jobs. These are then taken up and sorted into groups with same or similar goals. Peer groups are then brought together to discuss and explore the many facets of career aspirations.	

ELEMENT REFERENCE Employability Skills and Skill Awareness

AREA 12 - English

Objective	Selected Activities	Resources
The student will be able to list and describe three alternatives for job placement through work experience. Teacher Notes and/ or Suggestions:	1. Students will participate in on-the-job training with persons engaged in chosen careers, and participate in class seminars to share vocational experiences. 2. Students will examine in-service or on-the-job training materials. They will discuss differences between these materials and regular school materials. 3. Students will participate in periodic field trips to businesses, industries, educational, and other social institutions to observe on-the-job training programs. 4. Each student will participate in a part-time job program and tell how this work is complemented by classroom experiences. 5. Each student will list courses and school activities which are available and discuss how each course can help prepare a student for future career opportunities. He/she will discuss how extracurricular activities can broaden a student's interest and acquaintances and often open up avenues leading to future vocational or avocation choices.	1. Community resource people. 2. Field trips 3. Vocational teacher 4. Counselor

ELEMENT REFERENCE Employability Skills and Skill Awareness
AREA 12 - English

Objective	Selected Activities	Resources
	6. The student will seek occupational counseling from the counselor or vocational teacher. The student will enroll in a vocational program. He/she will schedule a series of interviews with representatives from those occupations in which there is interest.	
	7. The student will write essays involving educational experiences that lead to careers.	
	8. Students will identify appropriate training programs through field trips and talking with people in employment. They will conduct interviews with personnel directors or others showing what educational qualifications are necessary for getting entry level jobs. Class will be organized into a mock employment office. A counselor from the State Employment Service will be invited to discuss the training that is needed and how one can obtain entry level jobs in various occupations.	
	9. Students will list skills required to be successful in several career areas and realistically evaluate himself/herself in view of these attributes.	
	10. Students will study personal traits that workers must have if they are to be successful on a job. Each student will write an autobiographical sketch, being sure to list both strong and weak traits necessary for job success.	

ELEMENT REFERENCE Career-Awareness

AREA 12 - Social Studies

Objective	Selected Activities	Resources
The student will demonstrate an understanding that the amount of income and the availability of a career choice may vary within geographic areas by compiling a list of five selected career choices and the income of each.	1. The student will make a list of average incomes in various careers located in an immediate locale (Suggestions: accounting clerks, draftsman, electricians, secretary, carpenter, painter, truck driver, teacher, lawyers, doctors, salespersons, etc.) He/she will write a report on what accounts for the difference in incomes, which area averages the highest, and which area averages the lowest. 2. Students will become aware of various community agencies, government, social, educational, health, etc., and they will discover what really goes on in these agencies. 3. Students will be divided into teams and they will survey the community as to the kinds of jobs represented. 4. Students will review many periodicals to determine national trends in labor and professions and discuss in panels, symposiums, and debate the possibilities. 5. Students will study the job opportunity trends and choose a career where jobs are available now and in the future. 6. Students will review Bureau of Labor Statistics (i.e. 10 years ago) review catalogs 10 years ago in relation to today, and become aware of continual peer relationships and social interchange in community, state, regional, national voluntary groups. 7. Students will survey companies, government publications, school publications, etc. for job titles, job descriptions, personnel qualifications, etc., determine wage or salary scales. Also in the publication file, students can determine and express those worker traits and job	1. Community resource person 2. Periodicals and newspapers 3. Bureau of Labor Statistics catalog 4. Dictionary of Occupational Titles 5. Occupational Outlook Handbook 6. Fifteen career clusters available from USOE

ELEMENT REFERENCE Career-Awareness

AREA 12 - Social Studies

Objective	Selected Activities	Resources
	characteristics which influence job advancement and worker satisfaction.	
	8. Students will evaluate the opportunities that are available in each student's career through field trips, Dictionary of Occupational Titles through study of the occupational handbook.	
	9. Students will explain what is meant by career ladders, career clusters, and the relationship of educational and training requirements to career advancement.	
	10. Students will investigate the fringe benefits available to those who are employed in chosen vocations. He/she will become aware of conflicts that may arise in a chosen career through role-playing and written communications.	

ELEMENT REFERENCE Skill-Awareness

AREA 12 - Social Studies

Objective	Selected Activities	Resources
The student will list five specific skills needed to develop competency in a chosen career.	1. Each student will evaluate the career clusters and make a career choice. 2. Students will conduct a survey of the "want ads" in the newspaper concerning employment opportunities. They will take the newspaper "ads" by job titles and look up the description in the dictionary of occupations. This gives students a knowledge of job requirements as seen in the light of their interests, aptitudes and abilities. 3. Students will identify appropriate training programs through taking field trips and talking with people in employment. They will plan interviews with personnel directors or others showing the educational qualifications that are necessary for getting entry level jobs. A counselor from the State Employment Service will be invited to discuss the training that is needed and how one can obtain entry level jobs in various occupations. 4. Each student will list skills required to be successful in several career areas and realistically evaluate himself/herself in view of these attributes. 5. Each student will conduct an informal survey of employment trends and opportunities through collaboration with people presently employed in the student's career field. 6. The students will research resource materials relative to locating employment possibilities and/or further training that is readily available. They will relate skills required by one occupation to those of a similar occupation -- transfer skills.	1. D.O.T. 2. Fifteen career clusters available from USOE 3. Various newspapers 4. Community resource people 5. Job application form

ELEMENT REFERENCE Skill-Awareness

AREA 12 - Social Studies

Objective	Selected Activities	Resources
	7. Each student will make a survey of job classifications and determine educational skill requirements. This can be done individually and then combined into one volume. 8. Speakers will visit the class and explain their areas of work. The students will listen, take notes, and outline the speech. 9. Each student will write a letter to a college or a vocational school, requesting a catalog and information necessary for completing requirements for various careers. 10. Students will complete a job application form.	